



Unit of Inquiry Parent Overview

Grade: Prep

Duration: 10 weeks

UOI 2: An inquiry into rights and responsibilities in the struggle to share finite resources with people and with other living things, communities and the relationships within and between them, access to equal opportunities and peace and conflict resolution.

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
Living things have external features that can be observed.	An inquiry into: <ul style="list-style-type: none"> External features of plants External features of animals Grouping plants and animals based on features 	CONNECTION FUNCTION	CARING PRINCIPLED BALANCED

Summative Assessment Tasks

Science: Not formally assessed in Prep.

Health: Describing emotions and social skills checklist

Learning Areas Covered

English, Mathematics, Science, The Arts, Health & Physical Education

<p>English:</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Read high-frequency words and blend sounds: high frequency words can be found at the beginning of the <i>Decodable Readers Australia</i> books online 2. Developing knowledge of concepts of print and application of sight words in texts 3. Read short, decodable and predictable texts 4. One to one correspondence 5. Phonics: c, k, ck, e, u, r 6. Understanding difference between fiction and non-fiction books <p>Writing</p> <ol style="list-style-type: none"> 1. Stretching out sounds to write consonant vowel consonant words 2. Build vocab pertaining to living things – e.g. stems, leaves, buds, legs, ears, tails 3. Build descriptive words pertaining to living things – e.g. long tail, green skin, spikey leaves 4. Simple sentence - capital letter and full stop, finger space and an idea 5. Writing high frequency words 6. Handwriting <p>Speaking</p> <ol style="list-style-type: none"> 1. Engage in show and share to present an informal/simple recount in whole class or small groups 	<p>Maths:</p> <ol style="list-style-type: none"> 1. Make connections between number names, numerals and position in the sequence of numbers from zero to at least 20 2. Compare the size of collections to at least 20 3. Sequence and connect familiar events to the time of day 4. Name, create and sort familiar shapes (square, circle, triangle, rectangle) and give their reasoning 5. Collect, sort and compare data in response to questions in familiar contexts <p>Science:</p> <ol style="list-style-type: none"> 1. Observe the external features of plants 2. Observe the external features of animals 3. Group plants and animals based on features <p>Health</p> <ol style="list-style-type: none"> 1. Describe different emotions people experience (happy, sad, scared, anxious, angry, excited) 2. Demonstrate personal and social skills to interact respectfully with others
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Suggested Parent Involvement

1. Help child research an animal of a particular interest to them by visiting a library, or using the internet
2. Help child take responsibility to care for their environment
3. Encourage observation of plants/animals by discussing external features
4. Read fiction and non-fiction books about animals and plants
5. Plant seeds in backyard and observe features as the plants grow

